



# Exploring the types of questions coaches ask in practice

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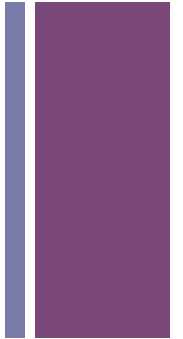
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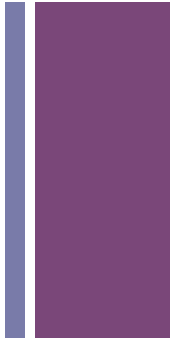
# + Introduction



- Questioning has been suggested as an important pedagogical tool:
  - Develop an understanding of **game play** (Wright & Forrest, 2007)
  - ‘Empowers’ learners to take **ownership** of learning (Kidman, 2005)
  - Develops **problem solving, decision making and creative thinking skills** (Chambers & Vickers, 2006)
  - Develops **reflective thinking and communication skills** (Pearson & Webb, 2008)



# What do we know about coach questioning

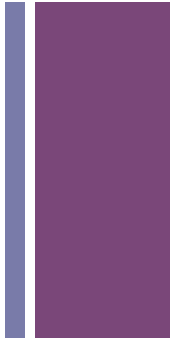


- They **don't** do a lot of it! (e.g. Partington, Cushion & Harvey, 2013; Potrac, Jones & Cushion, 2007; Segrave & Ciancio, 1990)
- Even though most coaches **think** that they do (Harvey, Cushion, Cope & Muir, 2013; Partington & Cushion, 2013)
- Coaches need to **increase** their level of questioning



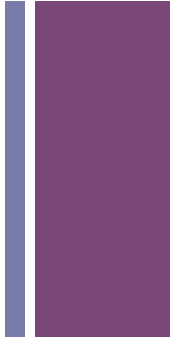


## However...



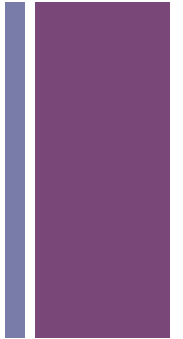
- However, simply educating coaches to ask more questions is **not** the answer
- Research suggest that teachers are **not** very good at asking questions which promote learning (McNeill, Fry, Wright, Tan and Rossi, 2008; Wright & Forrest, 2007; Yang, 2006)
- The outcomes (i.e. understanding of game play, ownership of learning, problem solving, decision making and creative thinking, reflective thinking and communication) **are** merely potential, dependent on the types of questions asked and the needs of the learner

# + Purpose of the study



Given the almost **non-existent empirical research** in this area, there is a clear need to **qualitatively explore the types of questions** coaches are **asking** in practice, and the **responses** given by learners

# + Methodology

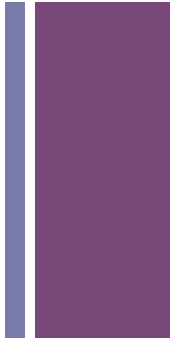


## *Participants and setting*

- 5 youth football coaches (U10's – U14's) in an academy context

## *Data collection and procedure*

- 15 practice sessions (3 per coach) were videoed to allow qualitative transcription of question and response
- Field notes provided information on timing and recipient of the questions (i.e. how much time had elapsed before coaches wanted a response, purpose of the sessions, planned nature of the questioning)



## *Data Analysis*

- Questions and responses transcribed verbatim
- Data were **thematically** analysed, and are reported in the form of narratives
- Themes:
  - Coach requiring immediate response
  - Recalling the focus of the session
  - Monosyllabic responses
  - Leading questions for desired response

# + Discussion points

- Questioning has been associated with the learning theory of **constructivism**
- While coaches may have **constructivist intentions**, they actually display **technocratic questions** (McNeill et al., 2008)
- **Implementation** differs from **aspiration**
- Needs to be a move away from:

**Positivist questioning** (i.e. memorising information; recalling desired responses; coach displaying power)

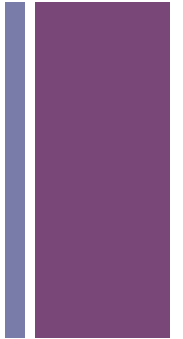


**Constructivist questioning** (i.e. challenging cognition; co-constructed learning process; developing new knowledge)





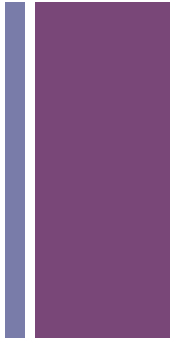
# Recommendations for constructivist questioning



- Ask **divergent or value questions** that require learners to **critically** think about their answer (Daniel & Bergmann-Drewe, 1998; Wright & Forrest, 2007)
- However, thinking requires **time** so this needs providing (Blosser, 2000; Chambers & Vickers, 2006)
- Individualise learning by asking questions to **individuals or small groups**, rather than the whole group (McNeill et al., 2008)
- Let learners **discuss** amongst themselves. This creates dialogue, which is essential for learning (Wiersema & Licklider, 2009)
- Deliberately **plan** questions (Crowe & Stanford, 2010)



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